

# Reading Toolkit: Grade 6 Objective 2.A.4.e

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 4. Determine and analyze important ideas and messages in informational texts

Objective e. Identify and explain information not related to the main idea

Assessment Limits:

Information in the text that is peripheral to the main idea

Information in the text that is peripheral to the main idea

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## Lesson Seeds

### Reading Grade 6 Objective 2.A.4.e

#### Activities

- Provide students with an informational passage in which text not directly related to the main idea has been highlighted or underlined. Review with students. Brainstorm a list of reasons an author might include information not directly related to his/her main idea within a passage. Using that list, determine a reason for the highlighted portions. Provide students with a second informational passage. Have students work with a partner to highlight peripheral information and using the previously organized list, determine a purpose for the highlighted portions. Share conclusions with the entire class.
- Provide students with an informational passage which contains multiple and diverse text features. Have students read the text to identify the main idea of the passage. Next students will identify those features and portions of text that are not related to the main idea. Using the following scale—least helpful, helpful, most helpful—students should determine a ranking for each feature or text portion not related to the main idea. Based on their judgments, students should suggest a revision of the passage by removing or moving text features or text.
- Provide students with an envelope containing a text that has been cut into sections. Students should read the sections, and using organizational clues, create a whole text. From the whole text students should remove those sections not directly related to the main idea. Students should compare the 2 texts and determine why those sections not relating to the main idea were placed in the original text. This same activity can be accomplished through word processing.
- Read a short grade appropriate informational passage. Provide students with the main idea of the passage. Create a double entry journal, one side with information related to the main idea and one side with information unrelated to the main idea. As students read, they will record information in both columns. Summarize the article using the information from the column with ideas related to the main idea.

## Clarification

### Reading Grade 6 Indicator 2.A.4

To show proficiency of the skills stated in this indicator, a reader will express an understanding of the key points or thoughts in the text, which are **the important ideas and messages**. These are sometimes directly stated in the text, but for more complex texts, a reader will determine the implied, important ideas and messages by synthesizing ideas across the text(s).

In order to understand important ideas or messages in a text, a reader should **determine the author's apparent purpose for writing**. The author's purpose, either implied or directly stated, is the main reason for the text. Most authors write to inform, persuade, or to express personal ideas relative to his or her selected topic. Authors write for different audiences; an author's intended audience should be apparent through the author's choice of topic, diction, organization, and graphic aids. Knowing these features and the intended audience for a text helps a reader determine a purpose for reading, which will enhance a reader's understanding of the text as a whole.

Once a reader understands an author's or text's purpose, he or she can speculate as to **how someone might use the text**. To do so, a reader explores the application of the text to personal or content-specific use. A critical reader applies the text for personal or content specific use and to determine issues and ideas within a text or across texts and their personal and societal implications.

The ability to **distinguish between facts and opinions** is a prerequisite reading skill for **identifying and explaining an author's argument, viewpoint, or perspective**. A fact can be defined as something that can be proven true while an opinion is a belief or feeling about a subject. Authors use a combination of facts and opinions in their writing, most often using facts to support their opinions. Once a reader can identify an author's opinion on a topic, the main idea or message can be more clearly understood. An author's opinion with the evidence, details, and examples used to support the opinion become the **author's argument, viewpoint, or perspective**.

When **stating and supporting main ideas and messages**, a reader must first identify the main idea of the text. To do so, a reader must identify the topic or subject of the text, which is often evident in the title or first paragraph(s) of an informational text. Then, after reading an entire text, a reader must identify the main point that the author/text makes about the topic or subject. The author's message is the same thing as the main idea; however, a message is usually present in more complex, subjective text. A message is often more author-centered, whereas a main idea is more text-centered. If the main idea or message is not directly stated in the text, a reader must use the details and information in the text to infer the main idea or message. A reader supports the main idea or message by using details from the text that relate to it and that help him/her understand the main idea. This process can be done for the entire text or for a small portion of text.

**Summarizing or paraphrasing a text or a portion of a text** is an essential skill for a reader when comprehending informational text. A reader is better able to determine the important ideas and messages in text if he/she is able to summarize it. To do so, a reader must state the main idea in his/her own words and then select only details from the text that contribute to the identified main idea. Paraphrasing, when a reader restates an idea in his or her own words, is a key step to summarizing a text. This can be done for a small portion of text, such as a paragraph, as well as for a chapter or the entire text.

Authors use details and examples in their writing to clarify, highlight, or enhance their ideas. A critical reader will be able to identify **information not related, or peripheral, to the main idea of a text**. Doing so will help a reader disregard redundant as well as extraneous information when summarizing the text or identifying the main idea or message. Especially for complex text, a reader may analyze the effect this extraneous information has on the main idea or message and make decisions or draw conclusions about why an author used that information. This skill is useful as readers develop their own opinions and ideas relative to a text.

When a reader compares and contrasts textual ideas, elements, and features within and across texts, he/she is **identifying relationships between and among ideas**. Authors also organize their ideas to show a sequence of ideas or to show cause and effect. Once a reader identifies a relationship that exists among ideas in a text, he/she can think more analytically about that relationship. A critical reader will also make **connections to prior knowledge**, which are the beliefs or background a reader brings to a text.

In order to **draw conclusions about and make generalizations from informational text**, a reader should first be able to state the main idea as well as to summarize a text. When a reader draws conclusions, he/she uses information from the text—such as the text patterns or text features—that can be either stated or implied. A reader makes a judgment or a decision that is new to him or her since it is not directly stated in the text. A conclusion or generalization is dependent on the information in a text but is external to it.

An ability **to connect text to prior knowledge or experience** helps a reader identify personally with a text. A reader identifies similarities between what is being described, explained, or narrated and what he or she has experienced, heard or read about. A critical reader forms opinions about the content within a text during and after reading and is then able to develop his or her own ideas about information from a text.

As readers have more experiences with these skills and with increasingly complex texts, their cognitive abilities will increase as well. Experienced readers will be able not only to determine a main idea or message, but also to develop skills at **analyzing, interpreting, and evaluating a main idea or message** by making connections to ideas and messages expressed in other texts or to their personal experiences.

## Public Release #1 - Selected Response (SR) Item

Handout(s):

- Making a Mobile
- Making a Mobile

Reading Grade 6 Objective 2.A.4.e

Read "Making a Mobile" and answer the following question. Which step from "Making a Mobile" is least important to the building of a successful mobile?

- A. Step 1
- B. Step 2
- C. Step 5
- D. Step 6

Correct Answer:

D

## Handouts

## Making a Mobile

By Evie Reece

The key to making a mobile is balance. Think of a seesaw, which is balanced when people of similar weight sit on each end.

You will need glue, string, a sewing needle, transparent thread or fishing line, two drinking straws, and about five shapes cut from cardboard or paper.

## STEPS

1. Tie an eight-inch piece of string to the center of one straw, and secure it with a drop of glue. When it dries, you'll need the straw to hang from something. One way to do this is to place a broomstick or dowel across two chairs and tie the string to it.
2. With the needle, pierce each cardboard shape to make a hole for hanging. To hang the first shape, thread the fishing line through the hole, and knot it. Then tie the other end of the line to the straw.
3. Tie a second shape to the straw. Slide the knot along the straw to balance the two shapes so that the straw remains level. When the shapes are balanced, secure the knots to the straw with a small amount of glue.
4. Cut the second straw a little shorter than the first, and hang it from the middle of the first straw with a short piece of string.
5. Then add two or three shapes to the second straw, making sure to keep the entire mobile balanced. You can use a wide variety of hanging pieces. Painted uncooked pasta, small seashells, and pinecones all work well.
6. Hang your mobile where it can catch a breeze.

